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out of the French wars in Queen Anne's time, and afterwards, are also dwelt upon at proper length. In short, whoever would see all the important events in the general history of the Indian wars, brought together within the smallest space, will probably find no work more to his purpose than this volume.

6.—*An Address delivered in Nashville, Tennessee, January 12, 1825, at the Inauguration of the President of Cumberland College.* BY PHILIP LINDSLEY, D. D. President of the College. Nashville. J. Norvell. 8vo. pp. 48.

DR LINDSLEY is well known by his academical and public labors, while professor and vice-president of the College at Princeton. His acceptance of the charge of Cumberland College is an event auspicious to the cause of letters in the West, and his Inaugural Address exhibits abundant proofs of his having reflected deeply on the nature and importance of his new duties, as well as on the principles and means of education in general. He takes a wide view of the subject, and examines some of the principal modes of teaching, as they have been practised in early and more recent times. From this examination he draws results suited to the condition and prospects of the western country, and his opinions are uniformly sound, liberal, and practical. He speaks at some length, and with much approbation, of the school at Hofwyl, and thinks Fellenberg's system might in part, at least, be advantageously introduced at Nashville.

The following remarks are judicious, and relate to an important subject.

'A leading defect in the American system of education, is the want of good preparatory schools. This evil is felt and acknowledged in a greater or less degree, in every part of our country. Colleges complain, and with abundant reason, that very few of their pupils come to them well taught even in the few elementary branches which their statutes require as qualifications for admission. I should be within bounds, were I to affirm, that, during my connexion with one of our most respectable colleges, not one youth in ten entered it thoroughly prepared. It cannot be supposed that the grammar schools are on a better footing in the western than in the middle states. The truth is, that no regular efficient system has as yet been adopted any where. This matter is left too much to chance, or to individual enterprise. Sufficient encouragement is not usually given to classical teachers to render their profession lucrative and honorable, so as to command the services of men of talents and learning. Without this induce-

ment, such men will seldom consent to teach ; except it may be for a season, as a matter of convenience or necessity, and as the means of rising to some other and better occupation.' p. 45.

' Our country needs seminaries purposely to train up and qualify young men for the profession of teaching. Though the idea perhaps may be novel to some persons, yet the propriety and importance of such a provision will scarcely be questioned by any competent judges. The *Seminarium Philologicum* of the late celebrated Heyne at Göttingen, though a private institution in the midst of a great university, furnished to the continent of Europe, during a period of nearly half a century, many of its most eminent and successful classical professors and teachers. We have our Theological Seminaries, our Medical and our Law Schools, which receive the graduates of our colleges, and fit them for their respective professions. And whenever the *profession* of teaching shall be duly honoured and appreciated, it is not doubted but that it will receive similar attention, and be favoured with equal advantages.' p. 46.

This plan of educating teachers, as constituting a distinct profession, is worthy of much consideration. Its great utility cannot be doubted, but whether it is practicable in this country, where as yet few young men set out in life with the intention of becoming professional teachers, may best be proved by an experiment. With suitable aid from a state legislature it would be successful, and we can hardly imagine a more important object of legislative concern and bounty.

In speaking of the discipline of colleges, President Lindsley makes some very sensible observations.

' Those who have had most experience in the management of youth, know full well the difficulties which it involves, and can best sympathise with their fellow-laborers in this important concern. So much depends on the previous training of youth while under the parental roof, on the sentiments there imbibed and the habits acquired, so much on public opinion, both in the particular place where a college is situated, and in the community at large—so much on those who have the supreme direction and control of its interests—that it is not easy to mark out the course to be pursued by a Faculty, prior to any experience, in circumstances which to them may be entirely novel. In general, it may be remarked, that the government of a college ought to be, as far as practicable, strictly parental. Every instructor ought to conduct towards his pupils, and to be esteemed by them, as a father, or elder brother. They ought to regard him as their best friend, and to confide in him as such. Wherever this mutual confidence and affectionate intercourse do not obtain, the connexion will neither be happy nor beneficial.

‘In a college, established upon the ordinary plan, the youth are necessarily left much to themselves. They constitute a large family, or a small community ; have their laws, rules, usages, rights, and privileges ; are dealt with, not as children, but as young gentlemen ; the sanctions of authority, the rewards and penalties, are all addressed to the sense of duty, of honour and shame. If they cannot be sufficiently controlled upon these principles, or restrained by moral and religious considerations, there remains no alternative but temporary or absolute and final dismissal from the institution. How much, therefore, depends upon the prudent, judicious, temperate, vigilant, mild, firm, equitable, and faithful administration of its government may readily be imagined. On this subject it is much easier to speculate wisely than to execute skilfully. Some men may entertain the best theory in the world, and yet be utterly unfit for practical service. They may talk sensibly enough, prescribe well, and resolve how to act in any given or supposable emergency, but when the trying crisis arrives they know not how to avail themselves of the peculiar features and circumstances of the case, or when to seize upon the favourable moment for prompt decision, or how to gain access to the heart and understanding, or in what direction to turn the popular current, or whether to exercise extraordinary lenity or extraordinary severity. They have not the presence of mind, that complete self possession, that instantaneous and intuitive perception of what is proper and expedient, which alone can command and ensure success. They are, in a word, destitute of that natural *tact*, that instinctive sensibility to every expression of the countenance, and to every symptom which a word, a look, or a movement may indicate, and which, though no art, is superior to all art, and can never be learned in any school. All the avenues to the human heart, all the springs of youthful action, and all the modes of allaying and regulating youthful passion, must be so obvious and familiar, that a man may be said, at the instant, rather to *feel* his way than to study or devise it.’ pp. 38—40.

Among other branches, which are to form the academical course at Cumberland College, we are glad to find the learned president insisting with particular emphasis on a thorough acquaintance with the Latin and Greek Classics.